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ABSTRACT 1

EC 000 057 ED 012 114
Publ. Date Dec 65 72p.
Mental Health of Children, the Child Program of the National Institute of Mental Health.
National Institute Of Mental Health, Bethesda, Md.
EDRS mf,hc

Descriptors: exceptional child research; emotionally disturbed; mentally handicapped; mental health; mental health programs; child development; children; residential programs; delinquents; community resources; professional training; gifted; culturally disadvantaged; learning difficulties; rehabilitation; psychiatric hospitals; mental illness; mental health clinics; welfare agencies; child care; prevention; medical treatment; personal adjustment; professional education

National Institute of Mental Health activities representing eight major programs of the Institute are described in terms of meeting the needs of normal children in normal environments, providing early treatment of mental and emotional disorders in childhood, and developing treatment and rehabilitation programs for severely disturbed children. Included are results of basic research, applied studies, small laboratory experiments, and long-range clinical investigations. Training programs for professional personnel, the role of the community mental health center, information programs in child mental health, and future tasks are discussed. A list of 153 references identifies the sources of information, giving titles of projects and names of project directors and institutions where the work was done. (JW)

ABSTRACT 2

EC 001 078 ED N.A.
Publ. Date 64 162p.
Lambert, Nadine; Grossman, Herbert
Problems in Determining the Etiology of Learning and Behavior Handicaps, Report of a Study.
California State Dept. Of Education, Sacramento
EDRS mf,hc

Descriptors: exceptional child research; emotionally disturbed; learning disabilities; identification; educational needs; psychological evaluation; medical evaluation; neurologically handicapped; neurological defects; clinical diagnosis; educational diagnosis; special programs; case studies (education); achievement gains; program planning; demonstration programs; behavior problems; psychological tests; special classes; group activities; group counseling; medical case histories; pathology; Bender Visual Motor Gestalt Tests; Draw a Person Test: DAP; Wechsler Intelligence Scale for Children; WISC

In an attempt to determine whether or not medical factors in the records of emotionally handicapped pupils were of sufficient significance to warrant further identification procedures before providing a specific educational program, a sample of 20 children was studied. The sample included 17 boys and three girls with behavior and learning problems, enrolled in various education programs in grades 1 through 10 in the public schools. All 20 had their case histories taken, were given pediatric and open electroencephalographic examinations, and were evaluated by psychological tests (Wechsler Intelligence Scale for Children, Bender Visual Motor Gestalt, Draw-A-Person). Examinations by one team of physicians did not reveal any clearly defined neurological abnormalities. However, another pair of physicians rated 10 of the 20 medical records as showing evidence of neurological impairment. The two pairs of psychologists likewise differed in their diagnoses. Distinctions of the ratings of the medical and psychological diagnoses were both found to be significantly different (at the .01 level). The educational program conducted for the sample included (1) the special class, with individualized instruction for eight to 12 children, taught by a regular teacher assisted by a mental health specialist and the school guidance and curriculum staff, (2) the learning disabilities group, providing a specialist's instruction in remedial work for two to eight children, (3) the activity group, structured as a club with craft and play sessions, conducted after school for six to eight children, and (4) group counseling for the junior and senior high school students in groups of 10. Reading and achievement scores taken over a 2-year period indicated an average gain for the group as a whole exceeding what would be expected from pupils in regular classes. Conclusions and implications for educational planners were as follow--(1) reliable diagnosis is difficult in all but the most severe cases, (2) with reliable diagnosis, education of these pupils may succeed in classes for children with a variety of behavior and learning problems, (3) a special educational category is not necessary, and (4) programs must be developed in terms of educational needs of children and not on the basis of medical, psychological or sociological diagnoses. Tables include medical and psychological criteria from the two teams of physicians and psychologists. A bibliography cites 24 books, 64 periodicals, and four reports. The appendix presents case studies for each of the 20 children and provides the children's drawings from the Bender Visual Motor Gestalt and Draw-A-Person tests. (JW)

ABSTRACT 3

EC 000 307 ED 012 987
Publ. Date 66 195p.
Rainer, John D.; Altshuler, Kenneth Z.
Comprehensive Mental Health Services for the Deaf.
New York St. Psychiatric Inst., New York., Dept. Med. Genetics.
RD-1197
EDRS mf,hc

DESCRIPTORS: exceptional child research ; aurally handicapped; deaf; mental illness; mental health clinics; psychiatric services; children; adolescents; adults; medical treatment; occupational therapy; research needs; program descriptions; program evaluation; job placement; case studies (education); demonstration projects; mental health; psychiatric hospitals; medical evaluation; clinical diagnosis; group therapy; psychological services

A 3-year pilot project designed to demonstrate the value and feasibility of providing comprehensive mental health (psychiatric) services for the deaf established a clinical unit for the deaf with inpatient, outpatient, and aftercare services. The clinic served 50 patients (minimum age 16) in the wards and 96 patients (all ages) in the outpatient service during this period. All clinic personnel were trained in manual communication and this facilitated diagnoses and treatment of the patients. Group therapy was found to be a very effective procedure with deaf patients. Occupational therapy and vocational placement services were provided in some cases. This program enabled discharge of almost 50 percent of the ward patients and facilitated improvement in one-fourth to one-third of the outpatients. The success of this project led to permanent establishment of the mental health clinic for the deaf. Important areas for future

research are the development of techniques for preventive psychiatry and an exploration of the problems of rehabilitation for the deaf, especially the need for halfway homes. Case histories are presented as are protocols of the group therapy sessions. Figures, tables, charts, record forms, and operating procedures are available in the appendix. A 95-item bibloiography is included. (RS)

ABSTRACT 4

EC 000 465 ED 012 536
Publ. Date Jan 67 14p.
The Pilot Program for the Emotionally Disturbed in Texas.
Texas Education Agency, Austin
EDRS mf,hc

Descriptors: exceptional child research; state programs; achievement; tests; emotionally disturbed; pilot projects; state legislation; behavior problems; children; adolescents; public schools; hospital schools; mental health clinics; special classes; personality problems; psychosis; neurosis; minimally brain injured; intelligence tests; achievement tests; test results; comparative testing; behavior change; special programs; program evaluation; Austin

During the 1965-66 school year 20 classes for the emotionally disturbed (in public schools, mental health centers, and hospitals) enrolled 253 children in this pilot program. Evidence of neurological dysfunction was found in 37 percent of the students. Psychiatrists categorized the students as having transient situational personality disorders (35 percent), having personality disorders (28 percent), having brain disorders (9 percent), psychotic (12 percent), and neurotic (16 percent). The Fish and Shapiro typology showed grossly unintegrated functioning (15 percent), immature, poorly integrated functioning (27 percent), organized behavior with degrees of anxiety and inadequacy (46 percent), and organized but antisocial behavior (12 percent). The Wechsler Intelligence Scale for Children yielded an average performance score of 96 and an average verbal score of 98. Some students (73 percent) and parents (62 percent) received therapy. Testing results before and after the program showed that students made academic gains in the Stanford Achievement Battery. There was no relationship between type of class (public school, mental health center, hospital) and growth measured by the paragraph meaning test, but such a relationship did exist for the spelling, arithmetic computation, and arithmetic concepts tests. No relationship was found between academic growth and clinical classifications, verbal performance IQ patterns, percentage of attendances, neurological involvement, involvement in psychotherapy, or sex of student. There was a trend toward the association of growth scores on the spelling test with the Standard Psychiatric Diagnostic categories. Problem behavior significantly decreased. It was recommended that the legislature raise the age limit of programs for the emotionally disturbed from 17 to 21 years, expand the program to 50 classes for 1967-68, 70 classes in 1969-70, and thereafter the number should be determined by the state board of education, and provide a $2,000 allocation per class (or a $1,600 allocation for hospital classes) for operating funds. (DE)

ABSTRACT 5

EC 001 [illegible]7 ED 016 347
Publ. Date May 67 182p.
Minskoff, Joseph G.
The Effectiveness of a Specific Program Based on Language Diagnosis in Overcoming Learning Disabilities of Mentally Retarded, Emotionally Disturbed Children.
Yeshiva Univ., New York, N. Y.
Office Of Educ., Washington, D. C.
OEG-1-6-068375-1550
EDRS mf,hc

Descriptors: exceptional child research; mentally handicapped; emotionally disturbed; cognitive processes; multiply handicapped; learning disabilities; language; children; learning characteristics; language ability; language handicaps; remedial reading; remedial programs; psycholinguistics; speech handicaps; speech therapy

The objectives of this study were to (1) investigate and describe the learning characteristics of a group of mentally retarded, emotionally disturbed children, and (2) test the effectiveness of a psycholinguistic approach to the remediation of learning disabilities by comparing three groups--an experimental remedial treatment group, a comparison remedial treatment group, and a non-treatment group. In the descriptive aspect of the study, 32 educable mentally retarded, emotionally disturbed children (mean chronological age of 12-6, mean mental age of 7-4, and mean IQ of 61) were given a diagnostic battery based on an extended model of psycholinguistic functioning. The group did not evidence an overall deficit in the entire automatic sequential level of psycholinguistic functioning, a deficit which had been posited in other research as typical of the retarded. Emotional disturbance as well as gross heterogeneity in the group's performance were seen as factors precluding obtainment of a single, generalized (i.e. typical) deficit. In the remediation aspect, 15 of these children, matched in triads based on obtained psycholinguistic characteristics, were randomly assigned to three groups. Excluding the non-treatment group, subjects were tutored individually for 30 sessions. All 15 subjects were retested on the 17-test diagnostic battery. The experimental group, receiving remediation based on a learning disability (i.e. psycholinguistic) approach, showed greater gains in disability areas and overall level of psycholinguistic functioning than the other two groups. The non-treatment group showed greater gains than the comparison group which had received traditional remediation. The psycholinguistic approach to remediation of learning disabilities was seen as effective inasmuch as the factor of attention was controlled by inclusion of a comparison treatment group. Fourteen tables and 77 references are included. (AA)

ABSTRACT 6

EC 000 500 ED N.A.
Publ. Date May 67
Sass, Eleanor
Judgments of Vocal Attributes in Normal and Schizophrenic Children.
St. John's Speech And Hearing Center, Jamaica, New York
Exceptional Children, Volume 33, 1967.
EDRS not available

Descriptors: exceptional child research; emotionally disturbed; language; personality; children; schizophrenia; speech evaluation; rating scales; educational background; language patterns; comparative analysis; speech; language styles; listening

In order to determine the relationship between vocal attributes and personality, the following questions were examined--(1) whether there is a relationship between judgments of vocal attributes of normal children and diagnosed schizophrenic children, (2) whether listener evaluation is influenced by listener academic background, and (3) what reactions play a major role in listener evaluation of vocal attributes. Recorded voice samples of 11 schizophrenic and 11 normal children (matched for age and sex) were randomly played to three groups of judges (21 naive listeners, 21 graduate speech students, 21 graduate psychology students). Listeners rated the samples as normal or schizophrenic and noted the factors which influenced their decisions. Results indicated that (1) there was no difference in judgments of vocal attributes of normal and schizophrenic children, (2) academic background of listener was not significant in frequency of correct judgments although naive listeners had the greatest frequency of correct responses, and (3) although more psychological terms were used to describe reactions than speech terms, the greatest number of terms were in the speech category. Two references are given. This article was published in Exceptional Children, Volume 33, Number 9, pages 645-646, May 1967. (RS)

ABSTRACT 7

EC 001 764 ED 018 905
Publ. Date 67
Bayes, Kenneth
The Therapeutic Effect of Environment on Emotionally Disturbed and Mentally Subnormal Children.
Society For Emotionally Disturbed Child., Montreal, Quebec
EDRS not available

Descriptors: exceptional child research; mentally handicapped; emotionally disturbed; environmental influences; behavior; children; adults; therapeutic en-

vironment; building design; architecture; perception; visual perception; research needs; research projects; vocabulary; mental illness; surveys; opinions; planning; administration; visual environment; behavior change

Current research and thought on the effects of architectural form and color in the treatment of emotionally disturbed and retarded children are surveyed in this publication. To a lesser extent, it covers the relationship of therapy to behavior, normal children to handicapped children, normal adults to mental patients, and children to adults. Architects, psychiatrists, psychologists, educators, anthropologists, and sociologists in Great Britain, Europe, the United States, and elsewhere were consulted, and their findings, opinions, practices, and principles are presented in chapters on terminology, background studies, planning and form, color, and other sensory perceptions. The need for research is clarified, methods and problems are discussed, and proposals for future research are provided. Appendixes specify the terms of the Kaufmann Award, list persons and institutions consulted and contacted, and cite 97 references. This document is available from the Society for Emotionally Disturbed Children, 1010 St. Catherine West, Room 623, Montreal, Quebec, Canada, for $2.00. (JZ)

ABSTRACT 8

EC 001 159 ED 018 892
Publ. Date Sep 64 22p.
Persistence of Emotional Disturbance Reported among Second and Fourth Grade Children. Interim Report No. 1.
New York State Dept. Mental Hygiene, Syracuse, New York
Onondaga County Sch. Boards Assn., Syracuse, New York
EDRS mf,hc

Descriptors: exceptional child research; emotionally disturbed; identification; children; elementary grades; public schools; surveys; school surveys; statistical surveys; behavior problems; longitudinal studies; followup studies; teacher rating; geographic distribution; student characteristics; Onondaga County; New York

A 4-year followup study was designed to identify early signs of emotional disturbances in children and to describe those that persist long enough to become serious problems. Findings concerning children who in 1961 were in the second and fourth grades of the public schools in Onondaga County, New York (except in Syracuse) suggest that the majority of emotional disturbances among young school children do not persist more than 2 years. The 6,788 fourth and sixth grade children who advanced two grades between 1961 and 1963 represent 81.9 percent of those surveyed in 1961. In 1961, 515 children were designated by their classroom teachers as emotionally disturbed, and 160 of these were described in the same way in 1963. There was no significant variation by grade or sex. Almost without exception, these children were also designated as problems in the classroom. Statistical analyses suggest a clustering in urban areas of the school districts ranking high in the proportion of children reported emotionally disturbed. A second followup study will be conducted in 1965. Characteristics of problem behavior and emotionally disturbed behavior are described as well as early indicators of emotional disturbance. Five tables and a map accompany the text of the study. (TE)

ABSTRACT 9

EC 000 390 ED 018 016
Publ. Date 63 279p.
Rainer, John D., Ed. And Others
Family and Mental Health Problems in a Deaf Population.
New York St. Psychiatric Inst., New York, Dept. Med. Gen.
EDRS mf,hc

Descriptors: exceptional child research; aurally handicapped; demography; genetics; etiology; deaf; intelligence tests; family relationship; socialization; vocational adjustment; educational background; achievement; crime; siblings; psychological testing; psychotherapy; psychiatric services; psychiatric hospitals; schizophrenia; research needs; state surveys; statistical surveys; mental health planning; Mental Health Project for the Deaf; New York

The final report of the Mental Health Project for the Deaf is presented. Following an explanation of the project and its procedures and an historical review of special education and mental health services are reports (by individual authors) of the research program within the New York State deaf population. The reports consider (1) methodological aspects--sampling procedures, (2) demographic aspects--number, distribution, marriage, and fertility statistics, (3)genetic aspects of early total deafness, (4) intelligence tests in deaf twins, (5) sexual patterns and family relationships, (6)patterns of socialization and community integration, (7) educational background and vocational adjustment, (8) deaf persons of outstanding achievement, and (9) delinquency and crime. Work on psychiatric considerations of the clinical outpatient program treats (1) operational description of a pilot clinic, (2) psychological testing--development and practice, (3) Rorschach data and clinical observations, and (4) psychotherapy for the deaf. For the clinical inpatient program, psychiatric considerations studied are (1) distribution and diagnosis of patients in New York State mental hospitals and (2) deafness and schizophrenia--a family study. Conclusions and recommendations made by the project treat (1) preventive mental health planning, (2)clinical management of deaf psychiatric patients, (3) areas for continued research, and (4) main findings and some projections. Graphs and tables appear throughout. A bibliography lists 253 items. This document is available from the Department of Medical Genetics, New York Psychiatric Institute, New York, New York. (JD)

ABSTRACT 10

EC 002 246 ED 018 919
Publ. Date 68
Sloane, Howard N., Jr., Ed.; Macaulay, Barbara D., Ed.
Operant Procedures in Remedial Speech and Language Training.
EDRS not available

Descriptors: exceptional child research; speech handicapped; speech therapy; teaching methods; language handicapped; mentally handicapped; autism; emotionally disturbed; aphasia; echolalia; articulation (speech); stuttering; conditioned response; operant conditioning; verbal operant conditioning; programed instruction; reinforcement; psycholinguistics; verbal development; verbal learning; remedial instruction; imitation; speech instruction; reading instruction; behavior change; psychotic children

Intended for speech therapists, teachers of the mentally retarded, and others in special education, the collection contains reports by various authors on speech and language modification attempts that have utilized operant conditioning procedures, as well as several papers on background topics. Background papers on teaching treat environmental control of verbal behavior, token reinforcement for retarded pupils, the observation and recording of verbal behavior in remedial speech work, and the basic behavioral mechanism of imitation. Reports on instituting speech in severely impaired children explain remedial teaching procedures, a program (including reading) for nonverbal retardates, and a program for psychotic children. Also included are papers on echolalic children and automatism, aphasic children given programed instruction, mute psychotics treated by reinforcement and imitation, and the application of operant conditioning. Reports on research in articulation difficulties and stuttering consider the application of teaching machine concepts, programed learning instruction in phonics, operant procedures, and manipulation of stuttering. Also discussed are issues in behavior manipulation and research implications. The research reports provide charts, graphs, or illustrations, as well as reference lists. The book is indexed by subject and author. This document was published by the Houghton Mifflin Company, Boston, Massachusetts. (JD)

ABSTRACT 11

EC 001 040 ED 018 885
Publ. Date 66
Robins, Lee N.
Deviant Children Grown Up, a Sociological and Psychiatric Study of Sociopathic Personality.
EDRS not available

Descriptors: exceptional child research; adjustment (to environment); emotionally disturbed; behavior; personality; followup studies; personality studies; personality change; individual characteristics; psychiatric services; mental illness; background; prediction; family background; environmental influences; socially deviant behavior; clinical diagnosis; medical treatment; interviews; neurosis; psychosis; case studies (education); socially maladjusted; anti social behavior

To construct a natural history of the sociopathic personality, a 10-year study was made from interviews and record information. The study of the adult status of former patients of a now defunct St. Louis child guidance clinic located 90 percent of 524 patients 30 years after clinic referral and obtained adult records for 98 percent of those located. The subjects were predominately male and American born of white Protestant families of low socioeconomic status. Their families had a high degree of disruption (only one-third of the children were living with both parents), and 45 percent of the children had been referred by the Juvenile Court. A matched group of 100 children not referred to the clinic was chosen from public elementary school rolls. The study demonstrated that the clinic subjects were more maladjusted and emotionally ill as adults than were the control subjects. Only 4 percent of the control subjects had five or more adult antisocial symptoms, compared with 45 percent of the patient group. Of the control group, 52 percent were thought to be free of psychiatric disease throughout their adult lives, as compared with only 20 percent of the patients. The ways in which adult maladjustment of the patients showed itself are described. Factors which identified children likely to have serious difficulties as adults are specified. Included in the study are considerations of family setting, social status in childhood, and the relation to diagnosis of the response to the child's behavior by the judicial system, clinic, and school. Remission and improvement, the natural histories of other psychiatric diagnoses, and the validity of the structured interview are also discussed. References include the 17 earlier publications from the study and 129 relevant works by others. Appendixes treat (1) the methods of evaluating the effect of childhood environment on diagnosis, (2) the outline for social history anamnesis used by the Municipal Psychiatric Clinic, (3) the form for the followup interview, and (4) the criteria for the diagnosis of sociopathic personality. Statistical tables appear throughout. This document was published by the Williams/Wilkins Company, 428 East Preston Street, Baltimore, Maryland 21202, for $8.50. (DF)

ABSTRACT 12

EC 002 103 ED N.A.
Publ. Date Oct 67 19p.
Rubin, Eli Z.; Braun, Jean S.
Behavioral and Learning Disabilities Associated with Cognitive-Motor Dysfunction. Interim Report.
Lafayette Clinic, Detroit, Michigan
OEG-32-32-7545-5017
EDRS mf,hc

Descriptors: exceptional child research; perception; emotionally disturbed; behavior; cognitive processes; cognitive tests; cognitive development; perceptual motor coordination; perceptual motor learning; psychomotor skills; basic skills; grade 1; grade 2; grade 3; grade 5; elementary grades; primary grades; testing; maladjustment; environmental influences; emotional problems

The relationship of behavioral and academic disabilities to cognitive motor dysfunction was studied in 373 children selected from grades 1, 2, 3, and 5 by a behavior checklist completed by teachers. A matched control group showed no behavior symptoms. Factor analysis of the checklist items revealed behavior indicators of poor coordination and perceptual awareness as well as antisocial and withdrawn symptoms. This disorientation factor was the first general factor among children in grade 1 and appeared with high loadings in the other grades. To test the hypothesis that maladjustment in early school years could be a secondary result of inability to meet cognitive motor demands, a battery of tests along nine dimensions (such as perception, integration, and motor control) was given to 198 maladjusted and 200 problem-free children. Control children generally obtained less than five error scores, denoting minimal cognitive perceptual motor difficulty. Scores for the experimental group were bimodal, indicating (1) a subgroup, with low dysfunction, showing primary emotional difficulties from adverse environmental influences and (2) a subgroup, with high dysfunction, showing behavior maladjustment secondary to problems in coping with environmental cognitive perceptual motor demands. Subgroups (1) indicated an association between cognitive motor dysfunction and academic difficulties and (2) differed significantly on the total score for behavioral maladjustment and on the sum of four items relating to disoriented behavior. Recommendations are made for identification and planning. Eight tables and figures present data. A bibliography lists 12 items. (DF)

ABSTRACT 13

EC 002 105 ED N.A.
Publ. Date 66 237p.
Zivan, Morton And Others
Youth in Trouble, a Vocational Approach, a Vocational Rehabilitation Demonstration in a Residential Treatment Center to Meet the Vocational and Community Adjustment Needs of Emotionally Disturbed Youth Adjudged to Be Juvenile Delinquents. Final Report.
Children's Village, Dobbs Ferry, New York
EDRS mf,hc

Descriptors: exceptional child research; vocational rehabilitation; adjustment (to environment); emotionally disturbed; delinquency; vocational adjustment; social adjustment; residential centers; adolescents; males; personal adjustment; psychological needs; social factors; attitudes; environmental influences; special services; counseling; work experience; evaluation; behavior change; behavior; background; testing; student characteristics; occupational guidance

The project attempted to demonstrate feasibility of a comprehensive vocational rehabilitation program encompassing residential and aftercare phases to meet the vocational and community adjustment needs of juvenile delinquents and emotionally disturbed adolescents. Attempts were made to identify the personal, attitudinal, psychological, social, and environmental factors associated with community and vocational adjustment. Selection of the subjects, aged 10 to 18, was made randomly from a list of boys judged as being appropriate for vocational treatment. In addition to an experimental group of 68 subjects who received in-care and aftercare services and a control group of 25 boys who received no services, a second experimental group received the full range of aftercare service, and a comparison group of former in-care residents was used. In-care services included assessment counseling, evaluation and testing, developmental counseling, occupational group guidance, field visiting, and work exposure. Evaluation of the effectiveness of the project was based on (1) the adequacy of the community adaptation and behavior of the experimental group and (2) the occurrence of salutary change in attitudes, perception, and understanding. Results derived from questionnaires, interviews, and psychological tests showed no statistically significant difference between the groups in community adaptation. Statistically significant relationships were found among the following personal and background characteristics of the boys and their community adjustment--age at time of referral, ethnic group, religion, source of family income, rate of delinquency in area of residence, living arrangements at discharge, conformity ratings, length of time in the in-care programs, impulsivity, over conformity, sense of responsibility, and an admission of behavioral problems. Implications and suggestions for future action are discussed. Tables and a 25-item bibliography are provided. Appendixes include questionnaires and tests, scoring systems and data sheets, and correlations. (TM)

ABSTRACT 14

EC 001 807 ED 018 908
Publ. Date 67
Ganter, Grace And Others
Retrieval from Limbo, the Intermediary Group Treatment of Inaccessible Children.
Child Welfare League Of America, Inc.,

New York, New York
EDRS not available

Descriptors: exceptional child research; emotionally disturbed; behavior; psychotherapy; play therapy; children; emotional maladjustment; program evaluation; program descriptions; psychoeducational clinics; clinics; behavior change; behavior problems; group therapy; special services; elementary school students; parent participation; self control; self expression; self concept; parent counseling

A clinic program was designed to provide emotionally disturbed children intermediary group treatment with the advantages of residential care while they remained at home. Of the 47 subjects selected (27 aged 6 to 9, 20 aged 9 to 13), 25 had been recommended, and nine considered, for residential treatment. All were judged inaccessible by the clinic staff and/or diagnostic group observations. The children were seen in eight groups by dual therapists twice a week for 3 hours over a 6-month period. Data were obtained through recorded observations of the therapists and staff interaction. Group treatment was structured (1) to increase the child's organizational unity through planned activities and intervention, (2) to develop the child's capacity for self observation through induction to verbal-conceptual expression and transference disruption, and (3) to create participation by parents through the treatment contract, group therapy, parent casework, and family contact. Of the 47 subjects, 39 completed the program and 31 continued in individual therapy. Of the children who entered individual therapy, 28 were regarded by their therapists as high on accessibility to treatment (roughly 60 percent of the original 47). Changes also occurred in school behavior (only two of 11 previously excluded remained not in attendance, and nine of nine once partially excluded were back in fulltime classes). Parental attitudes altered, as indicated by the fact that 31 families chose to pay for continuing service. Finally, the Draw-A-Group Test showed a change in the children's group perceptions (the children included more and excluded fewer group members, significant at the .007 and .003 levels of confidence respectively). After treatment, however, five children were recommended for residential placement and three remained inaccessible (one with brain damage, two with malfunctioning parents). With no contrast groups it was difficult to attribute the changes to the treatment, but the chief expectation without intervention was greater deterioration. The investigators were encouraged by the results. This document was published by the Child Welfare League of America, Inc., 44 East 23rd Street, New York, New York 10010, and is available for $3.25. (DF)

ABSTRACT 15

EC 000 233 ED 017 084
Publ. Date 63 377p.
Kirk, Samuel A.; Weiner, Bluma B.
Behavioral Research on Exceptional Children.
Council For Exceptional Children, Washington, D.C.
EDRS mf

Descriptors: exceptional child research; behavior; administration; adolescents; aurally handicapped; special health problems; blind; children; deaf; delinquency; delinquents; educable mentally handicapped; educational research; emotionally disturbed; gifted; hard of hearing; language handicapped; learning disabilities; literature reviews; mentally handicapped; minimally brain injured; orthopedically handicapped; psychological studies; partially sighted; perceptually handicapped; physically handicapped; research reviews (publications)

This monograph provides reviews of behavioral research studies which include author, title, purpose, subjects, methods or procedures, and results. Reviews are grouped by 11 exceptionality areas and administration of special education. The areas of exceptionality are (1) gifted, (2) educable mentally retarded, (3) trainable mentally retarded, (4) visually impaired, (5) hard of hearing, (6) deaf, (7) cerebral dysfunction, (8) orthopedic handicaps and special health problems, (9) speech and language impairments, (10) emotionally disturbed, and (11) delinquents. Introductory remarks for each area and comments by the reviewer on some studies are included. An author index is included. This document was published by The Council for Exceptional Children, 1201 16th Street, N.W., Washington, D.C. 20036, and is available paperbound as stock number 551-19530 for $4.50 or clothbound as stock number 551-19532 for $6.50. (MY)

ABSTRACT 16

EC 002 121 ED 019 793
Publ. Date Dec 67 29p.
McCaffrey, Isabel; Cumming, John
Behavior Patterns Associated with Persistent Emotional Disturbances of School Children in Regular Classes of Elementary Grades, a Report of a Longitudinal Study of Children in the Second Grade in 1961. Interim Report.
Onondaga Co. State Boards Of Educ., New York
EDRS mf,hc

Descriptors: exceptional child education; emotionally disturbed; behavior; adjustment (to environment); grade 2; behavior patterns; behavior problems; student evaluation; followup studies; grade 3; grade 4; males; females; question answer interviews; family relationship; academic performance; social adjustment; school services; teachers; student behavior; educational needs; identification

In 1961, 164 second grade teachers were interviewed regarding classroom behavior of their pupils. The teachers described pupils who might be considered emotionally disturbed, described problems presented by these pupils, and suggested the contributing or complicating conditions. Two additional followup surveys obtained similar information from third and fourth grade teachers in 1963 and from fifth and sixth grade teachers in 1965. Of 2,035 boys and 1,838 girls, 308 boys and 147 girls were suspected of being emotionally disturbed in two or all three surveys (by two or three teachers over spans of 2 or 4 years). For the 39 girls and for 87 of the 92 boys, the overall behavior pattern was disturbing and annoying activity, suggesting a single syndrome, which appeared in three problem areas (group association, individual work performance, family relationships). The syndrome was characterized by a mutual alienation of the child and the school environment. Three behavior patterns associated with the syndrome of disturbing and annoying activity differed for boys and girls, probably because of the increased activity and lower academic achievement expected among boys. The children with this syndrome typically had received the maximum help which the school could offer--extra attention, remedial programs, counseling services, transfer to other classrooms. Some had received professional treatment from other sources. A lack of organized services and resources is noted. Other papers will report data on children who were in grades 4 and 6 in 1961, and in junior and senior high schools in 1965. (MM)

ABSTRACT 17

EC 001 114 ED N.A.
Publ. Date 66
White, Mary Alice, Ed.; Charry, June, Ed.
School Disorder, Intelligence, and Social Class.
Westchester Assn. Of Sch. Psychologists, New York
Columbia Univ., New York, New York, Teachers Coll.
EDRS not available

Descriptors: exceptional child research; emotionally disturbed; statistical studies; socioeconomic status; intelligence; sex (characteristics); age; academic achievement; referral; identification; agencies; school psychologists; elementary schools; secondary schools; school role; questionnaires; learning difficulties; emotional problems; culturally advantaged; culturally disadvantaged; services; school services; psychological services; incidence

Initiated by an organization of school psychologists and a university class in school psychology, the study had two purposes--(1) to obtain information on the roles of five variables (social class, intelligence, sex, age, and achievement) on school disorder and (2) to understand the school role in classification and referral actions. School disorder was defined as any pupil referred for the first time to the school psychologist within the 1962-63 school year. Cooperating in the study were 46 school psychologists in 19 school systems. From a school

population of 95,000 children (kindergarten through grade 12), 2,866 cases were referred to school psychologists, who provided information on the five variables. A socioeconomic status (SES) index was derived from the psychologists' description of the chief reason for referral. Several kinds of interviews constituted the major form of service given. Diagnostic impressions formed were based on psychological functioning and cultural and neurological factors. Service recommendations were received in 79 percent of the cases and were sent to school and out-of-school agencies, public and private agencies, and educational and psychological services. Compared to the total school population, the referral sample (1) was representative of SES distributions, (2) had lower IQ s, (3) had a higher ratio of boys to girls, (4) had a lower level of achievement, and (5) had a higher frequency of pupils in elementary grades. Children considered mentally ill came from the advantaged end of the school disorder spectrum, whereas those diagnosed as educationally disturbed came from lower SES, had lower IQ s, achieved less in school, and were less likely to receive special attention for their learning problems. The questionnaire and 24 references are presented. This document was published by the Teachers College Press, Columbia University, New York, New York 10027, and is available for $2.25. (DF)

ABSTRACT 18

EC 000 786 ED 015 587
Publ. Date 13 Mar 65 9p.
Wilson, John A. R.
Exploratory Study of the Effects of Individual Work on the Functioning of Maladjusted Preschool Children, a Paper Presented to the California Educational Research Association, Santa Rosa, March 15, 1965.
California Univ., Santa Barbara
EDRS mf,hc

Descriptors: exceptional child research; emotionally disturbed; reinforcement; behavior; preschool children; socially maladjusted; operant conditioning; behavior change; children; educational research; individual needs; learning activities; learning experience; learning theories; socially deviant behavior; case studies (education)

An exploratory study of the applicability of a three-level theory of learning when used as a framework for emotional social learning is reported in this paper. Socially hostile preschool children were to be pleasurably reinforced for desirable activities, helped to see the relationship between the pleasure and the activities, and finally to see themselves as the kind of person who operates in a desirable manner. Case studies of preliminary work with five children are presented. Results indicate that the program was a probable, but unproven, success and that the ideas are worthy of further research. (RS)

ABSTRACT 19

EC 000 791 ED 013 004
Publ. Date 19 Oct 65 9p.
Shapiro, Marvin I.
The Development of Communication Skills Project. Final Report.
Pittsburgh Child Guidance Center, Pa.
EDRS mf,hc

Descriptors: exceptional child research; communication (thought transfer); emotionally disturbed; play therapy; creative dramatics; communication skills; children; verbal communication; language development

Children who are inarticulate can not benefit from traditional therapy methods. Since the primary tool of psychotherapy is verbal communication between patient and doctor, creative dramatics could be a useful preparation for psychotherapy. A non-clinical teacher who was skillful and experienced in creative dramatics was the group leader for six children in a project using creative dramatics over a 42-session period. In the beginning the teacher had to provide as much concrete help and immediate rewards as possible. The creative dramatics approach was effective in increasing communication skills in five of the six children. They became more spontaneous, and more free to express their inner thoughts and fantasies. The children developed greater fluency and became increasingly emotionally involved with each other. Future plans include using control groups and a clinically trained teacher to direct the program of creative dramatics. (EB)

ABSTRACT 20

EC 000 792 ED 014 180
Publ. Date 65 116p.
Crawford, Hugh A.; Van Duyne, William V.
Final Report of Day-Care Rehabilitation Center for Emotionally Disturbed Adolescents.
Butler Hospital, Providence, Rhode Island
Rhode Island Div. Of Vocational Rehabilitation, Providence
OVR-RD-550-60
EDRS mf,hc

Descriptors: exceptional child research; emotionally disturbed; rehabilitation therapy; adolescents; day care programs; demonstration projects; inservice education; mental health programs; referral; rehabilitation programs; state programs; therapeutic environment; program descriptions; administration; group therapy; personnel; admission criteria; adults; case records; cooperative programs; Butler Hospital; Providence

In this 5-year demonstration project, emotionally disturbed adults and adolescents received treatment at a day care rehabilitation center sponsored by the Rhode Island Division of Vocational Rehabilitation (DVR) located in a private psychiatric hospital (Butler Hospital). The major treatment goals were preservation and restoration of interpersonal relationships in an environment of little structure, free choice, many activities, comfort, and security where individual and group therapy were available. Patient selection, admission criteria, and referral procedures are discussed. Day-care staff descriptions include the hospital superintendent, director, assistant director, home economist, paint shop supervisor, bookbinder, woodworking instructor, school teacher, homeworker, social worker, psychologist, DVR coordinator, and counselors. The inservice training program for rehabilitation counselors is described. The philosophy of day care, the evolution of its theoretical framework, and the attitudes of the staff toward the program at this center are discussed. A typical day of a patient and brief case studies of 20 patients are presented. (JK)

ABSTRACT 21

EC 001 678 ED 019 784
Publ. Date 66
Stott, D. H.
Studies of Troublesome Children.
EDRS not available

Descriptors: exceptional child research; delinquency; behavior; emotionally disturbed; truancy; adolescents; children; delinquents; delinquency causes; delinquency prevention; delinquent identification; tests; delinquent rehabilitation; family environment; social workers; maladjustment; behavior problems; case studies (education); Scotland

Two studies are reported and their implications discussed. In the first study an attempt was made to avert delinquency in children (aged 12 and 13) by identifying the delinquency prone and treating a portion of them by family casework methods. Through use of the Delinquency Prediction Instrument and the Bristol Social Adjustments Guides, 33 children were selected and divided into three groups--(1) those whose families displayed one of 12 definite patterns of adverse child-parent relationships (15 children), (2) those whose families displayed elements of one of the patterns but not at a critical level (13 children), and (3) those whose families were apparently stable (five children). Case studies were made of each of the children. School Welfare Officers followed a plan of situational treatment of the subjects (relief from stressful situations to allow more effective therapy and personnel guidance). General conclusions from the case studies indicated that there was a high incidence of somatic-neural impairment (mostly of congenital origin), which under stressful conditions resulted in behavior disturbance. Cultural deviance, especially family disintegration, was also found to be a stressful condition. Results of treatment indicated that all five cases in group three ceased disruptive behavior, eight of group two's cases were successful (four other children were sent to approved schools and one was put on probation), and seven from group one were successfully treated (three others remained static, and five were removed from the home). Recom-

mendations for treatment of behavioral problems include facilities for diagnosis, tutorial provision, residential schooling and industrial training, and leisure time provision. The second study dealt with 305 truants between 5 and 15 years of age, two controls were selected for each truant, and all were tested with the Bristol Social Adjustment Guides. Results indicated that truants suffer from ill health, temperamental instability, and severe maladjustment. After the two studies are reviewed, the wider implications of these studies, types of maladjustment, the law of multiple congenital impairment, and a general theory of human motivation are discussed. A bibliography lists 82 items. This document was published by the Humanities Press, Inc., 303 Park Avenue South, New York, New York 10805, and is available for $5.50. (RS)

ABSTRACT 22

EC 000 587 ED N.A.
Publ. Date Jul 66
Eaton, Louise; Menolascino, Frank J.
Psychotic Reactions of Childhood--Experiences of a Mental Retardation Pilot Project.
Nebraska University, Omaha, Nebraska Psychiatric Institute
Nervous And Mental Disease, Volume 143, 1966
EDRS not available

Descriptors: exceptional child research; emotionally disturbed; mentally handicapped; family (sociological unit); tests; clinical diagnosis; individual characteristics; psychosis; psychotic children; educable mentally handicapped; trainable mentally handicapped; custodial mentally handicapped; multiply handicapped; psychological characteristics; family characteristics; schizophrenia; autism; minimally brain injured; intelligence tests; screening tests; mental retardation clinical evaluation unit; Nebraska Psychiatric Institute

Over a 5-year period, 616 children (from infancy to 8 years) with suspected mental retardation were evaluated by a full clinical team at a pilot screening project. Of the 32 children displaying psychotic behavior, 24 had chronic brain syndrome with psychoses, six were schizophrenic, and two displayed early infantile autism. Two tables present psychiatric findings and results of family assessments for the three groups of children. The 24 children with organic psychoses generally displayed slow development histories, intact affective response, immature play with impulsivity and short attention span, fair cooperation in interactive play, and speech for communication. Altough some differences were noted between the schizophrenic and the autistic groups, the eight functionally psychotic children tended to show earlier normal development followed by regression or lack of progression, total withdrawal, inappropriate or bizarre play, little or no interactive play, devious speech, hypoactivity (or hyperactivity in certain situations), and structured family psychopathology. Of the children who cooperated sufficiently for their intelligence to be tested or estimated, eight were mildly retarded, seven were moderately retarded, and three were severely retarded. However, the validity of classifying children with major discrepancies between verbal and nonverbal intelligence scores is questioned. Terminology is defined throughout the paper, clinical findings are discussed, and 46 references are given. This article was published in The Journal of Nervous and Mental Disease, Volume 143, Number 1, pages 55-6, July 1966. (MM)

ABSTRACT 23

EC 001 470 ED 015 611
Publ. Date 67
Coffey, Herbert S.;
Group Treatment of Autistic Children. Prentice-Hall Psychology Series.
EDRS not available

Descriptors: exceptional child research; emotionally disturbed; psychotherapy; psychotic children; schizophrenia; psychosis; group therapy; autism; children; day care programs; case studies (education); behavior rating scales; play therapy; East Bay Activity Center (Berkeley); Berkeley

At the East Bay Activity Center in Berkeley, California, treatment involved the mixing of autistic children with less severely disturbed children. Non-autistic children in the group were expected to act as catalysts by trying to form some type of socially mature relationship with the autetic children while the therapist encouraged interaction. Hypothesis one stated that treatment employed at the center and particularly in the play activity group should aid the children, both autistic and non-autistic, in developing more socially mature types of interaction. Behavior ratings of the children were made by observers. The Wilcoxen Signed Ranks Test showed no significant improvement for the group during either year of the program. Measurement of individual children's changes by means of t tests showed that of six children in the first year's group, two showed significant changes in levels of interaction (at .005 and .001 levels). During the second year, of eight children, two showed significant changes in levels of interaction (at .01 and .001 levels). None of the children was classified as autistic. Comparisons of monthly mean fluctuations of the autistic children with the catalysts by means of t tests were not significant. Hypothesis two stated that the treatment program should result in the nonsocial autistic children's gradually diminishing their amount of dependent interactions with the therapist and beginning to interact with other children in the group. The Wilcoxen Signed Ranks Test revealed no significant differences for either year in proportion of interaction with other members of the group between the beginning and the end of the year. The bibliography lists 12 items. Descriptive accounts of the therapeutic methods used, anecdotal records of the children involved, the results of a followup study, a discussion of the nature of autism, and a brief summary of the philosophy of group therapy are included. This document is available from Prentice-Hall, Inc., Englewood Cliffs, New Jersey. (TM)

ABSTRACT 24

EC 000 757 ED 015 585
Publ. Date 66 16p.
Sinnett, E. Robert
A Research Demonstration to Assess the Effectiveness of a Special Living Unit within a University Dormitory Setting for the Rehabilitation of Students Disabled by Emotional Disturbance.
Kansas State Univ., Manhattan, Student Counsel. Ctr.
EDRS mf,hc

Descriptors: exceptional child research; emotionally disturbed; counseling; therapeutic environment; college students; counseling effectiveness; group living; group therapy; mental health; milieu therapy; rehabilitation counseling; Kansas State University

Use of a residence hall as a therapeutic milieu for disturbed college students is described in this report of a research and demonstration study. The experimental group consisted of 10 disturbed students, and a control group was composed of 10 volunteer students. All students participated in the regular residence hall programs (organizational sports and other activities) and small group meetings among themselves to deal with problems of deviant behavior. The experimental subjects had regular counseling appointments, but the volunteers obtained counseling services only at their own request. Additional staff for the residence hall were a part-time unit living director, a participant observer, and two on-call psychologists. Sociometric data that were gathered showed numerous mutual friendships among clients and volunteers. Of five sources of help (informal contacts with project members, ad hoc group meetings, regular group meetings, regular counseling appointments, and consultation with the project staff), both groups ranked informal contact with project members as most beneficial to them. Grades of volunteers and clients were approximately the same. Less use was made of brief hospitalization and chemotherapy for the students while in the unit. The physical setting and staff are described. A reference list of 10 items is included. (RS)

ABSTRACT 25

EC 000 658 ED 012 545
Publ. Date May 67 111p.
Spivack, George; Swift, Marshall S.
Patterns of Disturbed Classroom Behavior--The Nature and Measurement of Academically Related Problem Behaviors. Final Report.
Devereux Foundation, Devon, Pennsylvania

OEG-32-48-7680-5023-P-2156
EDRS mf,hc

Descriptors: exceptional child research; behavior; tests; achievement; emotionally disturbed; underachievers; behavior rating scales; children; elementary grades; secondary grades; adolescents; behavior problems; academic achievement; behavior patterns; test construction; Devereux Junior High School Behavior Rating Scale; Devereux Elementary School Behavior Rating Scale

Five studies consider the nature and organization of non-test academic achievement related classroom behaviors from kindergarten through 12th grade, and developed rating scales that a teacher can employ to reliably describe these behaviors in a standard fashion. Research involved normal public school and special class students of both sexes. Most of the research effort focused upon the measurement of behaviors from kindergarten through sixth grade. Behaviors were selected out of teacher conferences, scale items constructed, ratings made by teachers, factor analyses performed, and behaviors related to age, sex, IQ, academic achievement, clinical diagnosis, academic subject, grade level, sex of teacher-rater, age and educational level of parents, sibling status, and race of child. Norms and test-retest data were obtained, and comparisons made between academic achievers and non-achievers, and between normal and special classes. In all, 147 teachers made 1719 ratings on a total of 1546 children. The resulting scales are feasible to use. Both the elementary and high school rating scales are presented in the appendix. A reference list includes six items. (AA)

ABSTRACT 26

EC 002 458 ED 023 205
Publ. Date 67 27p
Klein, Genevieve, Ed.; And Others
COVERT (Children Offered Vital Educational Retraining and Therapy) Project. Year 1.
Tucson Public Schools, Arizona; Arizona Children's Home, Tucson; Tucson Child Guidance Clinic, Arizona
EDRS mf,hc
P-972

Descriptors: exceptional child research; emotionally disturbed; program planning; behavior problems; educational therapy; play therapy; residential schools; special classes; day schools; regular class placement; tutorial programs; teachers; evaluation techniques; identification; administrative organization; program descriptions

Involving seven Tucson school districts, a children's home, and a child guidance clinic, the COVERT School (Children Offered Vital Educational Retraining and Therapy) was designed to initate, compare, and evaluate educational approaches to the problems of emotionally disturbed children. Six distinct approaches were implemented, including a residential school, a day school, special class programs, group approach combined with a tutorial program, a supportive teacher for children in regular classes, and recreational therapy for children in regular classes. Areas involved were identification of problem children, the teacher as team member, teacher evaluation and reporting, techniques to be demonstrated, pupil and project evaluations, teacher objectives and purposes, the teacher's professional role, classroom management, and means of teacher identification of individual problems to determine classroom procedures. The school's philosophy, location and physical plant, and organization (cooperation, coordination, admission and dismissal procedures, and implementation planning) are described. (RK)

ABSTRACT 27

EC 002 461 ED 021 375
Publ. Date (66) 110p.
Brooks, George W.; Weaver, Lelon A., Jr.
Psychomotor Performance, Mental Disability and Rehabilitation.
Vocational Rehabilitation Administration (DHEW), Washington, D. C.
EDRS mf,hc
RD-1291

Descriptors: exceptional child research; emotionally disturbed; tests; vocational rehabilitation; psychomotor skills; institutionalized (persons); mental illness; rehabilitation; task performance; performance tests; test validity; screening tests; evaluation; schizophrenia; psychosis

A battery of four psychomotor tests was developed and evaluated as a measure of the potential of mental patients of varying diagnoses for rehabilitation training. The tests were to be suitable for administration and interpretation by non-professional level technicians. The relationship between performance on the 5 days of tests and patient outcome 1 year later was studied in 996 patients of varied diagnoses. Results indicated that the major share of significant differences on psychomotor performance occurred between two clusters of diagnoses: schizophrenic, manic depressive, and personality disorder on one hand; and chronic brain syndrome plus mentally deficient on the other. Through multiple correlation and regression analyses, accuracy of test prediction was found to be 70 to 78 percent correct. However, variations in discharge rate and level of performance among diagnostic groups limited the use of a cut-off score suitable for all diagnoses, and the small number of cases per diagnosis prevented development of separate norms. It was concluded that an inverse relationship exists between quality of psychomotor performance and severity of mental disease (coefficient of multiple correlation equals .50 to .65). The method developed has applications in the selection of patients for training. An 86-item bibliography, 46 tables, and 17 figures are provided. (Author/JD)

ABSTRACT 28

EC 002 464 ED 022 286
Publ. Date May 67 118p.
Walker, Hill M.; Mattson, Robert H.
Identification and Treatment of Social-Emotional Problems. Interim Report.
Oregon University, Eugene, College Of Education
Office Of Education (DHEW), Washington, D. C., Bureau Of Research
EDRS mf,hc
OEG-4-6-061308-0571
BR-6-1308

Descriptors: exceptional child research; emotionally disturbed; identification; behavior; teaching methods; screening tests; behavior ratng scales; behavior patterns; positive reinforcement; learning theories; reinforcement; behavior change; observation; check lists; test reliability; test validity; test construction

Three assessment instruments for disturbed children were developed: a 50-item behavior checklist which functioned as a screening device; a 124-item behavior rating scale which provided frequency measures on indices of the teacher's reaction and response to exhibited behaviors; and a behavioral observation form which recorded task-oriented behavior in 10-second intervals for 10-minute periods. The checklist had a split-half reliability of .98 and discriminated between disturbed and non-disturbed children (p equals .001). The rating scale reflected treatment differences which were known to exist (p equals .01), and had an average inter-rater reliability of .935 for three judges on the behavior of six subjects. Agreement measures between independent observers using the observation form were .90 and above. A treatment model based upon learning theory was developed to modify the behavior of disturbed children in an educational setting. Various response-reinforcement contingencies and reinforcers were used with 11 disturbed boys in grades 4,5, and 6 and produced measureable change by reducing deviant behavior and increasing time spent engaged in task-orientated behavior. It was not possible to determine which treatment variables produced a given amount of behavior change. The checklist, rating scale, and a classification form are appended. (Author/SN)

ABSTRACT 29

EC 003 194 ED 024 195
Publ. Date Sep 67 104p.
Miller, Rozelle J.
Educational Programming in Simulated Environments for Seriously Emotionally Handicapped Elementary School Children. Final Report.
Maryland State Department Of Education, Baltimore
Office Of Education (DHEW), Washington, D. C., Bureau Of Research
EDRS mf,hc
OEG-32-30-0000-1028
BR-5-0396

Descriptors: exceptional child research; emotionally disturbed; behavior; teaching methods; achievement; behavior change; academic achievement; elementary school children; simulated environment; simulation; social studies units; interpersonal competence; problem solving; group relations; reading comprehension; behavior rating scales; student grouping

Sixty-four emotionally handicapped elementary school students with no neurological defect or subnormal intelligence were randomly assigned to four experimental regular classes, two experimental special classes, four contrast (conventional) regular classes, and two contrast special classes. The experimental classes received a modified curriculum utilizing the simulated environments technique through the unit approach in social studies with primary emphasis placed upon interaction in small group situations. The contrast classes received whatever was available in their schools or individual instruction in a highly structured environment. Results indicated significant differences (p less than .01) favoring the experimental groups in interpersonal relationships, personal effectiveness in social situations, and use of problem solving skills. However, there were no differences between regular and special class groups. Improvement was noted in all groups on the behavior scales. The only significant difference in academic achievement was in reading comprehension and favored the special classes (p less than .05). It was concluded that the experimental technique has a positive effect on the ability of these children to relate with others and to apply problem solving skills to learning and personal problems. (Author/RS)

ABSTRACT 30

EC 003 249 ED 024 203
Publ. Date Jun 68 241p.
Rubin, Eli Z. And Others
An Investigation of an Evaluation Method and Retraining Procedures for Emotionally Handicapped Children with Cognitive-Motor Deficits. Interim Report. Part I, Testing for Cognitive-Perceptual-Motor Dysfunction.
Lafayette Clinic, Detroit, Michigan
Office Of Education (DHEW), Washington, D. C., Bureau Of Research
EDRS mf,hc
OEG-32-32-7545-5017
BR-7-0319; BR-5-0404

Descriptors: exceptional child research; emotionally disturbed; learning disabilities; identification; perceptual motor coordination; psychomotor skills; nonverbal learning; elementary grades; visual perception; behavior; adjustment problems; eye hand coordination; maladjustment; intelligence; linguistics; performance factors; task performance; screening tests; perceptually handicapped

Using a 41-test battery of cognitive-perceptual-motor tests supplemented by standardized tests of intelligence, visual perception, eye hand coordination, linguistics, and non-verbal integration, a group of 200 maladjusted school age children from grades 1, 2, 3, and 5 was compared with a group of problem-free children similar in size, sex distribution, and other relevant characteristics. The findings supported the hypothesis that a significant percentage of maladjusted school children have serious immaturities in cognitive-perceptual-motor functioning which are associated with their behavior maladjustment and learning disorder. Two clearly distinguishable groups were found within each maladjusted grade group: a low dysfunction group of 60% who functioned well and similar to the problem-free children on cognitive motor tasks; and a high dysfunction group of 40% who were extremely low in their performance. This high dysfunction group was considered highly vulnerable to problem behavior and learning disorder, needing maximum attention at school. A major product of the research, a complete test procedure, which was refined for economical use as a screening instrument in schools, clinics, and day care centers, and which provides information useful in remedial and retraining programs, is included. The final report is also in the ERIC system. (Author)

ABSTRACT 31

EC 003 250 ED 024 204
Publ. Date Jun 68 159p.
Rubin, Eli Z. And Others
An Investigation of an Evaluation Method and Retraining Procedures for Emotionally Handicapped Children with Cognitive-Motor Deficits. Final Report.
Lafayette Clinic, Detroit, Michigan
Offie Of Education (DHEW), Washington, D. C., Bureau Of Research
EDRS mf,hc
OEG-32-32-7545-5017
BR-7-0319; BR-5-0404

Descriptors: exceptional child research; emotionally disturbed; achievement; behavior; learning disabilities; perceptually handicapped; psychomotor skills; perceptual motor coordination; cognitive development; tests; academic achievement; remedial instruction; training; primary grades; profile evaluation; average students; maladjustment; adjustment problems

To assess the effects of specialized retraining of cognitive, perceptual, and motor (CPM) deficits, a battery of tests was prepared and used with 200 behaviorally maladjusted and 200 problem-free children. The composite score indicated that 40% of the maladjusted group manifested major dysfunction whereas none of the problem-free group demonstrated such deficits. Fifty-eight of the maladjusted subjects (from grades 1, 2, and 3) with high dysfunction and academic retardation were selected and assigned to three groups. Thirty received CPM training based on their profiles; 14 were given remedial work based on a survey of their academic skills and IQ results; 14 served as controls. Measures of academic achievement and behavioral adjustment were devised and a test-retest design was used. The results indicated that CPM training was most applicable to children who had developed few, if any, academic skills, appropriate for children at the first grade or below. Programs combining training and remedial instruction were seen to be required for children of second grade or above. Testing and training materials are appended. The interim report is also in the ERIC system. (Author/JD)

ABSTRACT 32

EC 002 416 ED N.A.
Publ. Date 68 287p.
Rubin, Eli Z. And Others
Emotionally Handicapped Children and the Elementary School.
EDRS not available
Wayne State University Press, Detroit, Michigan 48202 ($12.50).

Descriptors: exceptional child research; emotionally disturbed; behavior; grouping (instructional purposes); adjustment (to environment); emotional adjustment; social adjustment; behavior change; behavior problems; academic achievement; special classes; regular class placement; teaching methods; clinical diagnosis; family characteristics; case records; emotional maladjustment; statistical analysis; individualized instruction; research utilization

Eighty-three children, from kindergarten to second grade, showing evidences of chronic social, emotional, and academic maladjustment, were placed in a program consisting of a control group in regular class and an experimental group in one of two special classes with individualized instruction and therapeutic management. There was no significant difference between the experimental and control groups in classroom behavior, but the experimental group was significantly better in the following items on changes in classroom adjustment: mood, friendly approach, and daydreaming (p equals .05); and impulse control, intensity of overt anger, popularity, and quarrelsomeness (p equals .01). The experimental group showed significant improvement in attitude toward school (p equals .05) and in perception of stress at school (p equals .05). In contrast to other research, there was no significant difference between groups in performance on the Metropolitan Achievement Test. Results did not overwhelmingly confirm the hypothesis that special class programing is generally beneficial to emotionally handicapped children. The background to the study, the research design and methods, new hypotheses, and program changes are also described. (RP)

ABSTRACT 33

EC 000 469 ED N.A.
Publ. Date 64 31p.
Spivack, George

Devereux Research Programs; A Summary.
Devereux Foundation, Devon, Pennsylvania, Devereux Schools And Communities
EDRS not available

Descriptors: exceptional child research; learning disabilities; emotionally disturbed; mentally handicapped; educational research; behavioral science research; educational programs; minimally brain injured; perception; self control; behavior rating scales; cognitive measurement; child rearing; academic achievement; physical fitness; research reviews (publications); Devereux Child Behavior Rating Scale; Devereux Foundation

The history of the Devereux Foundation is related, and its programs and planned publications are explained. Forty-four research studies are annotated in the following areas: perception in brain damaged children, the nature of self control, the Devereux Child Behavior Rating Scale, measurement of thinking style, child rearing attitudes, academic achievement and teaching aids, minimum muscular fitness and endurance (physical fitness), and art as a therapeutic tool. (JA)

ABSTRACT 34

EC 000 998 ED N.A.
Publ. Date Feb 67 4p.
Gardner, G. Gail
The Relationship between Childhood Neurotic Symptomatology and Later Schizophrenia in Males and Females.
Mount Vernon Public Schools, New York
National Institute Of Mental Health (DHEW), Bethesda, Maryland
EDRS not available
MH-10466
Journal Of Nervous And Mental Disease; V144 N2 P97-100 Feb 1967
Based On A Doctoral Dissertation Submitted To Department Of Psychology, Teachers College, Columbia University.

Descriptors: exceptional child research; emotionally disturbed; identification; medical case histories; neurotic children; neurosis; schizophrenia; prediction; psychotic children; sex differences; clinical diagnosis; individual characteristics

Records of 165 children referred to the Judge Baker Guidance Center were examined to determine the relationship between symptoms in male and female children and later schizophrenia. Of the 165 children, 108 were later hospitalized for schizophrenia. The remaining 57 served as controls. Within each diagnostic group the subjects were matched for IQ, social class, and ethnic background. The guidance center record for each subject was evaluated in terms of the following presenting symptoms: neurotic symptoms, conduct disorders, learning problems, withdrawal behavior, and psychotic manifestations. Analysis showed statistically significant differences for males on three classes of neurotic symptoms: general anxiety (p less than .05), phobias (p less than .02), and obsessive-compulsive traits (p less than .01). However, no group differences were observed in the area of hysterical traits or were found for any class of neurotic symptoms between females who became schizophrenic and those who did not. Results suggested that cultural standards of masculinity prohibit boys from overt, extreme expressions of emotion (anxiety releases). Early identification of preschizophrenic boys should be based on the presence of phobic or obsessive-compulsive traits as these traits were nearly absent in the control group. (JW)

ABSTRACT 35

EC 000 999 ED N.A.
Publ. Date Feb 67 4p.
Jaffe, Jacob
What's in a Name: Attitudes toward Disabled Persons.
Columbia University, New York, New York, Teachers College, Mental Retardation Center
EDRS not available
Personnel And Guidance Journal; V45 N6 P557-60 Feb 1967
Revision Of A Paper Presented At The Annual Meeting Of The Eastern Psychological Association (New York City, New York, April 1966).

Descriptors: exceptional child research; attitudes; amputees; emotionally disturbed; evaluation; language; mentally handicapped; negative attitudes

A major problem in research about attitudes toward the disabled is the stimulus used to obtain expressions of attitudes. Photographs, written descriptions of persons, actual people, and labels have been used. The purpose of this study was to obtain information about the effect of the stimulus variable on attitudes. Subjects were 126 high school seniors. Labels and written sketches of disabled people were evaluated and the semantic differential was used to measure attitudes. One group of 31 students evaluated these three labels: amputees, mentally retarded, former mental patients. Three other groups of 31 or 32 students each evaluated a written sketch of one of these three types of people. In each comparison of means, the test indicated that the written sketch was significantly more favorably evaluated than the label (p less than .001). The evaluative factor scores for the labels of amputees and mentally retarded showed significantly greater variabilities than those of the respective sketch persons (p less than .01). The more favorable evaluations of sketch than of label may have been due to the relatively adequate functioning of the sketch person. In situations where disabled people are presented to others, professionals may elicit more favorable evaluations by including the disability within the context of the person's other traits. (JA)

ABSTRACT 36

EC 003 171 ED N.A.
Publ. Date 05 Feb 68 202p.
Donahue, George T.; Nichtern, Sol
Teaching the Troubled Child.
EDRS not available
The Free Press, 866 Third Avenue, New York, New York 10022 ($2.45).

Descriptors: exceptional child research; emotionally disturbed; learning disabilities; community programs; adjustment (to environment); minimally brain injured; individualized instruction; ancillary services; volunteers; nonprofessional personnel; teacher aides; psychotic children; cooperative programs; school community programs; program evaluation; case studies (education), Elmont Project

The Elmont Project was a community initiated, low cost program supported by the regular school system which began with the teaching of six disturbed children, aged 6 to 8. The principle was that the disturbed child is not to be isolated from his family, peers, and community, but rather helped by a team of educators, psychologists, psychiatrists, and a teacher-mom. The school system supplied a teacher to be in charge, transportation, supportive music, psychological and psychiatric services, and educational materials; snacks and insurance were supplied by the Kiwanis Club; classroom space was provided by the Elmont Jewish Center; and 12 volunteer teacher-moms worked with the teacher in charge with two moms alternating teaching one child on a one-to-one basis two mornings a week. For evaluation of how this project achieved its goals, six case histories describe children who were psychotic, neurotic, pseudo-retarded, sociopathic, brain damaged, and unteachable. In 5 years, 31 children were included in the project with 21 successfully returned to regular classrooms, one was hospitalized, and one entered part-time regular classes; the program was expanded to 38 teacher-moms who teach 11 children. (SN)

ABSTRACT 37

EC 000 040 ED 025 046
Publ. Date (66) 179p.
Platt, Henry And Others
Automation in Vocational Training of the Mentally Retarded. Final Report.
Devereux Foundation Institute For Research And Training, Devon, Pennsylvania
Vocational Rehabilitation Administration (DHEW), Washington, D. C.
EDRS mf,hc
VRA-R-993-P-63

Descriptors: exceptional child research; mentally handicapped; emotionally disturbed; programed instruction; vocational education; autoinstructional aids; autoinstructional methods; job skills; audiovisual instruction; teaching methods; instructional materials; autoinstructional programs; instructional technology; educable mentaly handicapped; teaching machines; vocational training centers; learning; homemaking skills; Graflex Audio Graphic Instructor; Car Tap Unit; Auditory Visual Kinesthetic Unit; Devereux Model 50 Teaching Aid;

Learn Ease Teaching Device; Mast Teaching Machine

Various uses of automation in teaching were studied with mentally retarded (IQ 70 to 90) and/or emotionally disturbed (IQ 80 to 90) youth aged 16 to 20. Programed instruction was presented by six audiovisual devices and techniques: the Devereux Model 50 Teaching Aid, the Learn-Ease Teaching Device; the Mast Teaching Machine, the Graflex Audio-Graphic Instructor, the Car Tap Unit, and the A-V-K (Auditory-Visual-Kinesthetic) Unit. Several preliminary field tests were conducted which involved the development of skills in work related areas; another study involved measurement in the kitchen. Later field testing employed units on job responsibilities, tool recognition, telephone use, and home nursing. Data analysis indicated that the automated method was usually more efficient than the conventional and programed lectured methods; the method integrating conventional and automated instruction was most effective; the machine method alone was least effective; autoinstructional aids decreased the amount of time needed to learn, autoinstructional aids produced greater retention; and autoinstructional aids produced group gains, but individual gains varied considerably within each group. (JD)

ABSTRACT 38

EC 002 794 ED 025 066
Publ. Date 15 Apr 68 309p.
Thomas, Alexander And Others
Temperament and Behavior Disorders in Children.
EDRS not available
New York University Press, 32 Washington Square, New York, New York 10003 ($8.50).

Descriptors: exceptional child research; personality; adjustment (to environment); emotionally disturbed; counseling; behavior problems; family (sociological unit); personal adjustment; emotional adjustment; child rearing, individual development; parent counseling; individual psychology; individual characteristics; personality development; behavior rating scales; personality studies; parent child relationship

A longitudinal study begun in 1956 on the effect of the child's temperament on his development included 141 children, 136 of whom remained throughout the study. Aged 4 to 10 years in 1966, the 69 boys and 67 girls had a mean IQ of 127 established at 3 and 6 years of age and were from 85 middle or upper middle class families. The Parental Attitude Research Instrument indicated a homogeneity of attitude (permissive, child centered) which, however, was not duplicated in actual child care practice. Temperamental characteristics established on a 3-point scale were activity level, rhythmicity, approach or withdrawal, adaptability, intensity of reaction, threshold of responsiveness, quality of mood, distractibility, and attention span and persistence. Regular parental, teacher, and direct observations were conducted, and direct behavioral observation and parent interviews were significantly correlated (p equals .01). Behavioral disturbances developed in 42 of the children (three of them brain damaged), forming a clinical sample whose temperamental characteristics as a group, in contrast to the nonclinical sample, included high or low activity, irregularity, withdrawal responses, nonadaptability, high intensity, persistence, and distractibility. Parent guidance was successful for 28 of the 42 children; of seven in psychotherapy, three did not improve. (SN)

ABSTRACT 39

EC 003 022 ED 025 074
Publ. Date 01 Oct 68 277p.
Burton, Lindy
Vulnerable Children; Three Studies of Children in Conflict: Accident Involved Children, Sexually Assaulted Children and Children with Asthma.
EDRS not available
Schocken Books Inc., 67 Park Avenue, New York, New York 10016 ($6.50).

Descriptors: exceptional child research; emotionally disturbed; personality; behavior; environmental influences; personality tests; parent child relationship; traffic accidents; personality studies; personality problems; projective tests; socially deviant behavior; psychological needs; need gratification; self esteem; affection; crime; asthma; disadvantaged youth; family environment; delinquents

Three retrospective studies relate children's socially inappropriate behavior to needs for approval and self assurance. Four girls and 16 boys (a sex difference of p equals .006) involved in road accidents, aged from 5 to 15, who were consecutively admitted to a hospital for arm and leg fractures were matched with controls. The accident children shared a history of environmental stress and frustration, were more assertive and unsettled, and showed constitutional hyperactivity and lowered tolerance for stress. A study of sexual assault reported to the police involved 41 school-age victims, who were found to have significantly (p equals .05 less than .02) greater affection seeking behavior than the controls (four for each subject). It was concluded that this need set the stage for sexual acting out and, if the need were met legitimately, it would be outgrown and the assault would not affect subsequent personality development. A study of 25 consecutive child referrals to a desensitizing clinic and inpatient wards found these asthmatic children to be more unsettled than their matched controls (p equals .005), experienced more deviant maternal attitude (mothers more assertive, p equals .001), and viewed the environment as more threatening (p equals .005). Results thus suggested that the asthma attack was a protest against an overdominant environment. (MM)

ABSTRACT 40

EC 003 260 ED 025 879
Publ. Date 68 190p.
Research Relating to Emotionally Disturbed Children.
Children's Bureau (DHEW), Washington, D. C., Children's Bureau Clearinghouse For Research In Child Life
EDRS mf,hc

Descriptors: exceptional child research; emotionally disturbed; research reviews (publications); bibliographies; clinical diagnosis; psychotherapy; identification; family relationship; etiology; behavior patterns; psychosis; psychological tests; behavior; psychological characteristics; children; individual characteristics; psychological services; community programs; longitudinal studies; medical treatment

The 842 research projects on emotional disturbance which have been reported to the Children's Bureau Clearinghouse for Research in Child Life since 1956 are listed. Projects are classified into the following categories: general studies; incidence and prevalence; etiology; identification, diagnosis, and classification; psychological testing; psychological and other characteristics; psychoses; associated manifestations; treatment methods; treatment facilities; community programs; and children with disturbed parents and siblings. Each entry states title, dates of study, issue of Research Relating to Children in which the project was listed, principal investigators with addresses, and publication references. Studies reported in Bulletin 21, followup and longitudinal studies, and other Clearinghouse publications are listed. An investigator index is provided. (LE)

ABSTRACT 41

EC 003 387 ED 025 884
Publ. Date 68 565p.
Chess, Stella, Ed.; Thomas, Alexander, Ed.
Annual Progress in Child Psychiatry and Child Development.
EDRS not available
Robert Brunner, Inc., 80 East 11th Street, New York, New York 10003 ($15.00).

Descriptors: exceptional child research; learning; environmental influences; behavior; child development; learning disabilities; infancy; disadvantaged youth; psychotic children; child psychology; parent child relationship; etiology; mentally handicapped; child abuse; emotionally disturbed; preschool learning; perceptual development; followup studies; psychiatry; learning characteristics

Selected studies of infant development concern biological rhythms, pattern preferences, sucking, and Negro-white comparisons. Sex, age, state, eye to eye contact, and human symbiosis are considered in mother-infant interaction. Included in pediatrics are child development and the relationship between pediatrics and psychiatry. Environmental

influences on learning which are discussed are optimal environment, parental influence, and teacher appraisal; learning disturbances include reading disability and stimulus competition. Learning patterns and violence in disadvantaged children are described; and familial mental retardation, social class and mental illness, psychopathology, obstetric complications, and behavior problems are discussed. Also mentioned are depression, behavior therapy, emotional reactions, cryptorchism, home visits, social class and mental illness, a followup study of infantile psychosis, schizophrenic twins, perceptual and motor discrimination in psychotic and normal children, and psychosis of childhood. Neglected and abused children are also considered. (RP)

ABSTRACT 42

EC 001 664 ED 019 783
Publ. Date Jul 67 171p.
Cromwell, Rue L.

The Development of Behavior Dimensions for Emotionally Disturbed Children--A Study of Relevant Indicators for Classroom Techniques, Therapeutic Methods, and Prognosis. Interm Report.

Vanderbilt University, Nashville, Tennessee
EDRS mf,hc
OEG-32-52-0450-5001

Descriptors: exceptional child research; tests; emotionally disturbed; behavior; identification; teachers; behavior rating scales; case studies (education); taxonomy; parents; parent reaction; parent child relationship; children; test reliability; test validity; clinical diagnosis; research projects; test construction; educational methods; testing; evaluation methods; emotional maladjustment; Scale on Procedurees in Dealing with Children; Rating Ranking Scale of Child Behavior; Parent Practices Inventory; Child History Code

Four instruments were developed and standardized to measure early experience, current bheavior, treatment approaches, and prognosis of emotionally disturbed children: the Rating/Ranking Scale of Child Behavior (R/R Scale), the Parent Practices Inventory (PPI), the Scale on Procedures in Dealing with Children (PDC), and the Child History Code (CHC). Sixty-three raters completed the 125-item R/R Scale on groups of three to nine emotionally disturbed children (total 109) with whom they had had daily contact for at least 3 weeks. The average correlation ratio of the individual items was .68, and the mean intraclass correlation was .30. However, this index of reliability is more stringent, since the formula corrects for error between judges and the residual error. In analyzing the PPI for reliability, the test, which was coded and refined to assess parent methods and values through three drafts, was given to both parents of one normal and six disturbed children and to the mothers only of two disturbed children. The mean percent of absolute agreement from test to retest was 41%. The approximate percent of agreement was within 2 points for 11-point scales, within 1 point or less for other scales. The mean approximate percent of agreement was 74. The PDC, a measure of treatment variables, was developed through six drafts by observing and consulting workers with disturbed children. The intrajudge reliability on the three sections (one with two subsections) ranged from 66 to 85%. The average percent of agreement between teachers and observers ranged from 49 to 68 for each section of the test. To maximize reliability, the PDC will be given by specially trained proctors and the R/R Scale will be administered first. The last instrument, the CHC, was divided into two parts, one to be completed from the files and the other by the parents. Additional statistical analyses will be published. Final data collected on 456 emotionally disturbed children, 36 organically impaired children, and 507 parents will be evaluated in the future. A 12-month post assessment scale is being developed for followup studies. Comparison data will be gathered on normal children. A report on the final behavior classification schemes for use by teachers of emotionally disturbed children will be prepared. Four splinter studies are cited. Nine appendixes include copies of and scoring procedures for the test instruments. (JD)

ABSTRACT 43

EC 000 146 ED 014 161
Publ. Date May 66 70p.
Eldred, Donald M.

The Use of Programmed Instruction with Disturbed Students.

Vermont State Hospital, Waterbury
EDRS mf,hc

Descriptors: exceptional child research; programed instruction; emotionally disturbed; slow learners; underachievers; programed materials; children; adolescents; hospital schools; public schools; test results; high school students

A 3-year investigation was undertaken to determine the effects of programed instruction on children and adolescents. The 157 subjects were pupils from a state mental hospital school and slow learners and underachievers in one parochial and two public high schools. Although not available for all subjects, results of the Rorschach Test, the Gittinger Personality Assessment System, and psychiatric ratings were used. None of the objective measures revealed any significant differences between the control and the experimental groups. Possible reasons for lack of significant data are discussed and recommendations and precautions for future research studies are made. Thirty pages of administrator, teacher, and student comments and evaluations are presented. The appendix includes general instructions for the use of programed instruction, an annotated listing of 20 programed materials, and a 74-item bibliography. (JA)

ABSTRACT 44

EC 003 429 ED 026 784
Publ. Date Nov 67 115p.

Study of Emotionally Disturbed Children.

Illinois Commission On Children, Springfield, Interdepartmental Committee On Children And Youth
EDRS mf,hc

Descriptors: exceptional child research; emotionally disturbed; state programs; hospitalized children; program evaluation; community agencies (public); private agencies; agency role; interinstitutional cooperation; interagency coordination; institutional facilities; psychiatric hospitals; psychiatric services; rehabilitation; services; case records; caseworker approach; institutionalized (persons); Illinois

Of the 720 emotionally disturbed children under 18 years of age in state mental institutions, 150 were selected by the Illinois Interdepartmental Committee for intensive study; 35 youths were also selected by the Illinois Youth Commission as being in need of mental treatment. Two schedules were designed for automatic data processing and cases were reviewed by two committee members, two social workers, and two child psychiatrists. The 17.8% who were designated as inappropriately hospitalized more often presented problems in management and training (as from moderate to severe retardation) and none were psychotic. The 8.6% judged hospitalized for an inappropriately long time were characterized by socially unacceptable behavior due to psychotic break. Findings and recommendations considered the institutions' programs, comprehensive treatment plan for each child, release planning and aftercare, the roles of disciplines, case records, and communication between agencies. The lack of community resources, early problem identification and prevention, modification of the child's environment, community programs to handle the acting out child, and guardianship were judged for each child's community; and the institution-community relationship was treated. (SN)

SUBJECT INDEX

Academic Achievement 17, 25, 29, 31-33.
Academic Performance 16.
Achievement 4, 9, 25, 29, 31.
Achievement Gains 2.
Achievement Tests 4.
Adjustment Problems 30-31.
Adjustment (To Environment) 11, 13, 16, 32, 36, 38.
Administration 7, 15, 20.
Administrative Organization 26.
Admission Criteria 20.
Adolescents 3-4, 13, 15, 20-21, 25, 43.
Adults 3, 7, 20.
Affection 39.
Age 17.
Agencies 17.
Agency Role 44.
Amputees 35.
Ancillary Services 36.
Anti Social Behavior 11.
Aphasia 10.
Architecture 7.
Articulation (Speech) 10.
Asthma 39.
Attitudes 13, 35.
Audiovisual Instruction 37.
Auditory Visual Kinesthetic Unit 37.
Aurally Handicapped 3, 9, 15.
Austin 4.
Autism 10, 22-23.
Autoinstructional Aids 37.
Autoinstructional Methods 37.
Autoinstructional Programs 37.
Average Students 31.
Basic Skills 12.
Behavior 7, 11-16, 18, 21, 25, 28-32, 39-42.
Behavior Change 4, 7, 10, 13-14, 18, 28-29, 32.
Behavior Patterns 16, 25, 28, 40.
Behavior Problems 2, 4, 8, 14, 16, 21, 25-26, 32, 38.
Behavior Rating Scales 23, 25, 28-29, 33, 38, 42.
Behavioral Science Research 33.
Bender Visual Motor Gestalt Tests 2.
Berkeley 23.
Bibliographies 40.
Blind 15.
Building Design 7.
Butler Hospital 20.
Car Tap Unit 37.
Case Records 20, 32, 44.
Case Studies (Education) 2-3, 11, 18, 21, 23, 36, 42.
Caseworker Approach 44.
Check Lists 28.
Child Abuse 41.
Child Care 1.
Child Development 1, 41.
Child History Code 42.
Child Psychology 41.
Child Rearing 33, 38.
Children 1, 3-8, 14-15, 18-19, 21, 23, 25, 40, 42-43.
Clinical Diagnosis 2-3, 11, 22, 32, 34, 40, 42.
Clinics 14.
Cognitive Development 12, 31.
Cognitive Measurement 33.
Cognitive Processes 5, 12.
Cognitive Tests 12.
College Students 24.
Communication Skills 19.
Communication (Thought Transfer) 19.
Community Agencies (Public) 44.
Community Programs 36, 40.
Community Resources 1.
Comparative Analysis 6.
Comparative Testing 4.
Conditioned Response 10.
Cooperative Programs 20, 36.
Counseling 13, 24, 38.
Counseling Effectiveness 24.
Creative Dramatics 19.
Crime 9, 39.
Culturally Advantaged 17.
Culturally Disadvantaged 1, 17.
Custodial Mentally Handicapped 22.
Day Care Programs 20, 23.
Day Schools 26.
Deaf 3, 9, 15.
Delinquency 13, 15, 21.
Delinquency Causes 21.
Delinquency Prevention 21.
Delinquent Identification 21.
Delinquent Rehabilitation 21.
Delinquents 1, 15, 21, 39.
Demography 9.
Demonstration Programs 2.
Demonstration Projects 3, 20.
Devereux Child Behavior Rating Scale 33.
Devereux Elementary School Behavior Rating Scale 25.
Devereux Foundation 33.
Devereux Junior High School Behavior Rating Scale 25.
Devereux Model 50 Teaching Aid 37.
Disadvantaged Youth 39, 41.
Draw A Person Test (DAP) 2.
East Bay Activity Center (Berkeley) 23.
Echolalia 10.
Educable Mentally Handicapped 15, 22, 37.
Educational Background 6, 9.
Educational Diagnosis 2.
Educational Methods 42.
Educational Needs 2, 16.
Educational Programs 33.
Educational Research 15, 18, 33.
Educational Therapy 26.
Elementary Grades 8, 12, 25, 30.
Elementary School Children 29.
Elementary School Students 14.
Elementary Schools 17.
Elmont Project 36.
Emotional Adjustment 32, 38.
Emotional Maladjustment 14, 32, 42.
Emotional Problems 12, 17.
Emotionally Disturbed 1-2, 4-8, 10-44.
Environmental Influences 7, 11-13, 39, 41.
Etiology 9, 40-41.
Evaluation 13, 27, 35.
Evaluation Methods 42.
Evaluation Techniques 26.
Exceptional Child Education 16.
Exceptional Child Research 1-15, 17-44.
Eye Hand Coordination 30.
Family Background 11.
Family Characteristics 22, 32.
Family Environment 21, 39.
Family Relationship 9, 16, 40.
Family (Sociological Unit) 22, 38.
Females 16.
Followup Studies 8, 11, 16, 41.
Genetics 9.
Geographic Distribution 8.
Gifted 1, 15.
Grade 1 12.
Grade 2 12, 16.
Grade 3 12, 16.
Grade 4 16.
Grade 5 12.
Graflex Audio Graphic Instructor 37.
Group Activities 2.
Group Counseling 2.
Group Living 24.
Group Relations 29.
Group Therapy 3, 14, 20, 23-24.
Grouping (Instructional Purposes) 32.
Hard Of Hearing 15.
High School Students 43.
Homemaking Skills 37.
Hospital Schools 4, 43.
Hospitalized Children 44.
Identification 2, 8, 16-17, 26, 28, 30, 34, 40, 42.
Illinois 44.
Imitation 10.
Incidence 17.
Individual Characteristics 11, 22, 34, 38, 40.
Individual Development 38.
Individual Needs 18.
Individual Psychology 38.
Individualized Instruction 32, 36.
Infancy 41.
Inservice Education 20.
Institutional Facilities 44.
Institutionalized (Persons) 27, 44.
Instructional Materials 37.
Instructional Technology 37.
Intelligence 17, 30.
Intelligence Tests 4, 9, 22.
Interagency Coordination 44.
Interinstitutional Cooperation 44.
Interpersonal Competence 29.
Interviews 11.

SUBJECT INDEX

Job Placement 3.
Job Skills 37.
Kansas State University 24.
Language 5-6, 35.
Language Ability 5.
Language Development 19.
Language Handicapped 10, 15.
Language Handicaps 5.
Language Patterns 6.
Language Styles 6.
Learn Ease Teaching Device 37.
Learning 37, 41.
Learning Activities 18.
Learning Characteristics 5, 41.
Learning Difficulties 1, 17.
Learning Disabilities 2, 5, 15, 30-31, 33, 36, 41.
Learning Experience 18.
Learning Theories 18, 28.
Linguistics 30.
Listening 6.
Literature Reviews 15.
Longitudinal Studies 8, 40.
Maladjustment 12, 21, 30-31.
Males 13, 16.
Mast Teaching Machine 37.
Medical Case Histories 2, 34.
Medical Evaluation 2-3.
Medical Treatment 1, 3, 11, 40.
Mental Health 1, 3, 24.
Mental Health Clinics 1, 3-4.
Mental Health Planning 9.
Mental Health Programs 1, 20.
Mental Health Project For The Deaf 9.
Mental Illness 1, 3, 7, 11, 27.
Mental Retardation Clinical Evaluation Unit 22.
Mentally Handicapped 1, 3, 7, 10, 15, 22, 33, 35, 37, 41.
Milieu Therapy 24.
Minimally Brain Injured 4, 15, 22, 33, 36.
Multiply Handicapped 5, 22.
Nebraska Psychiatric Institute 22.
Need Gratification 39.
Negative Attitudes 35.
Neurological Defects 2.
Neurologically Handicapped 2.
Neurosis 4, 11, 34.
Neurotic Children 34.
New York 8-9.
Nonprofessional Personnel 36.
Nonverbal Learning 30.
Observation 28.
Occupational Guidance 13.
Occupational Therapy 3.
Onondaga County 8.
Operant Conditioning 10, 18.
Opinions 7.
Orthopedically Handicapped 15.
Parent Child Relationship 38-39, 41-42.
Parent Counseling 14, 38.
Parent Participation 14.
Parent Practices Inventory 42.
Parent Reaction 42.
Parents 42.
Partially Sighted 15.
Pathology 2.
Perception 7, 12, 33.
Perceptual Development 41.
Perceptual Motor Coordination 12, 30-31.
Perceptual Motor Learning 12.
Perceptually Handicapped 15, 30-31.
Performance Factors 30.
Performance Tests 27.
Personal Adjustment 1, 13, 38.
Personality 6, 11, 38-39.
Personality Change 11.
Personality Development 38.
Personality Problems 4, 39.
Personality Studies 11, 38-39.
Personality Tests 39.
Personnel 20.
Physical Fitness 33.
Physically Handicapped 15.
Pilot Projects 4.
Planning 7.
Play Therapy 14, 19, 23, 26.
Positive Reinforcement 28.
Prediction 11, 34.
Preschool Children 18.
Preschool Learning 41.
Prevention 1.
Primary Grades 12, 31.
Private Agencies 44.
Problem Solving 29.
Professional Education 1.
Professional Training 1.
Profile Evaluation 31.
Program Descriptions 3, 14, 20, 26.
Program Evaluation 3-4, 14, 36, 44.
Program Planning 2, 26.
Programed Instruction 10, 37, 43.
Programed Materials 43.
Projective Tests 39.
Providence 20.
Psychiatric Hospitals 1, 3, 9, 44.
Psychiatric Services 3, 9, 11, 44.
Psychiatry 41.
Psychoeducational Clinics 14.
Psycholinguistics 5, 10.
Psychological Characteristics 22, 40.
Psychological Evaluation 2.
Psychological Needs 13, 39.
Psychological Services 3, 17, 40.
Psychological Studies 15.
Psychological Testing 9.
Psychological Tests 2, 40.
Psychomotor Skills 12, 27, 30-31.
Psychosis 4, 11, 22-23, 27, 40.
Psychotherapy 9, 14, 23, 40.
Psychotic Children 10, 22-23, 34, 36, 41.
Public Schools 4, 8, 43.
Question Answer Interviews 16.
Questionnaires 17.
Rating Ranking Scale Of Child Behavior 42.
Rating Scales 6.
Reading Comprehension 29.
Reading Instruction 10.
Referral 17, 20.
Regular Class Placement 26, 32.
Rehabilitation 1, 13, 27, 44.
Rehabilitation Counseling 24.
Rehabilitation Programs 20.
Rehabilitation Therapy 20.
Reinforcement 10, 18, 28.
Remedial Instruction 10, 31.
Remedial Programs 5.
Remedial Reading 5.
Research Needs 3, 7, 9.
Research Projects 7, 42.
Research Reviews (Publications) 15, 33, 40.
Research Utilization 32.
Residential Centers 13.
Residential Programs 1.
Residential Schools 26.
Scale On Procedures In Dealing With Children 42.
Schizophrenia 6, 9, 22-23, 27, 34.
School Community Programs 36.
School Psychologists 17.
School Role 17.
School Services 16-17.
School Surveys 8.
Scotland 21.
Screening Tests 22, 27-28, 30.
Secondary Grades 25.
Secondary Schools 17.
Self Concept 14.
Self Control 14, 33.
Self Esteem 39.
Self Expression 14.
Services 17, 44.
Sex Characteristics 17.
Sex Differences 34.
Siblings 9.
Simulated Environment 29.
Simulation 29.
Slow Learners 43.
Social Adjustment 13, 16, 32.
Social Factors 13.
Social Studies Units 29.
Social Workers 21.
Socialization 9.
Socially Deviant Behavior 11, 18, 39.
Socially Maladjusted 11, 18.
Socioeconomic Status 17.
Special Classes 2, 4, 26, 32.
Special Health Problems 15.
Special Programs 2, 4.
Special Services 13-14.
Speech 6.
Speech Evaluation 6.
Speech Handicapped 10.
Speech Handicaps 5.
Speech Instruction 10.
Speech Therapy 5, 10.
State Legislation 4.
State Programs 4, 20, 44.
State Surveys 9.
Statistical Analysis 32.
Statistical Studies 17.
Statistical Surveys 8-9.
Student Behavior 16.
Student Characteristics 8, 13.
Student Evaluation 16.
Student Grouping 29.
Stuttering 10.
Surveys 7-8.
Task Performance 27, 30.
Taxonomy 42.
Teacher Aides 36.
Teacher Rating 8.
Teachers 16, 26, 42.
Teaching Machines 37.
Teaching Methods 10, 28-29, 32, 37.
Test Construction 25, 28, 42.
Test Reliability 28, 42.
Test Results 4, 43.
Test Validity 27-28, 42.
Testing 12-13, 42.
Tests 4, 21-22, 25, 27, 31, 42.
Therapeutic Environment 7, 20, 24.
Traffic Accidents 39.
Trainable Mentally Handicapped 22.
Truancy 21.
Tutorial Programs 26.
Underachievers 25, 43.
Verbal Communication 19.

Verbal Development 10.
Verbal Learning 10.
Verbal Operant Conditioning 10.
Visual Environment 7.
Visual Perception 7, 30.
Vocabulary 7.
Vocational Adjustment 9, 13.
Vocational Education 37.
Vocational Rehabilitation 13, 27.
Vocational Training Centers 37.
Volunteers 36.
Wechsler Intelligence Scale For Children (WISC) 2.
Welfare Agencies 1.
Work Experience 13.

AUTHOR INDEX

Altshuler, Kenneth Z 3.
Bayes, Kenneth 7.
Braun, Jean S 12.
Brooks, George W 27.
Burton, Lindy 39.
Charry, June, Ed 17.
Chess, Stella, Ed 41.
Coffey, Herbert S 23.
Crawford, Hugh A 20.
Cromwell, Rue L 42.
Cumming, John 16.
Donahue, George T 36.
Eaton, Louise 22.
Eldred, Donald M 43.
Ganter, Grace And Other 14.
Gardner, G Gail 34.
Grossman, Herbert 2.
Jaffe, Jacob 35.
Kirk, Samuel A 15.
Klein, Genevieve, Ed 26.
Lambert, Nadine 2.
Macaulay, Barbara D, Ed 10.
Mattson, Robert H 28.
McCaffrey, Isabel 16.
Menolascino, Frank J 22.
Miller, Rozelle J 29.
Minskoff, Joseph G 5.
Nichtern, Sol 36.
Platt, Henry And Other 37.
Rainer, John D 3.
Rainer, John D, Ed 9.
Robins, Lee N 11.
Rubin, Eli Z 12.
Rubin, Eli Z And Other 30-32.
Sass, Eleanor 6.
Shapiro, Marvin I 19.
Sinnett, E Robert 24.
Sloane, Howard N, Jr, Ed 10.
Spivack, George 25, 33.
Stott, D H 21.
Swift, Marshall S 25.
Thomas, Alexander And Other 38.
Thomas, Alexander, Ed 41.
Van Duyne, William V 20.
Walker, Hill M 28.
Weaver, Lelon A, Jr 27.
Weiner, Bluma B 15.
White, Mary Alice, Ed 17.
Wilson, John A 18.
Zivan, Morton And Other 13.